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Values Education and Global Citizenship towards Achieving the Sustainable Development Goals



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Foreword

The articles on utilising values education and global citizenship to achieve the SDGs and promote humanities featured in this journal highlight some of the highly effective initiatives undertaken by researchers from the University of Tsukuba and four of the regional centres of SEAMEO to improve lives across the region.

This journal, supported by the University of Tsukuba, presents good practices and examples of pioneering programmes that seek to provide recommendations and solutions to issues and challenges that address national, regional, and global educational concerns.

SEAMEO's motto, "Leading through Learning," reflects the organisation's leadership and commitment to promote quality education, science, and culture in Southeast Asia and beyond. Through the activities and strategies undertaken by its 24 regional centres, SEAMEO is able to reach out to diverse communities in Southeast Asia to contribute to the development of human resources (HR) and address challenging issues such as alleviating poverty, creating a better quality of life, providing educational equity and quality, enhancing agriculture and natural resources as well as health and nutrition, and promoting the dissemination and exchange of knowledge and learning of indigenous cultures and traditions.

We hope this journal serves as a source of learning and reference for educational institutions across Southeast Asia. We are also confident that it will help the general public better understand the nature of the work of SEAMEO, which will continually expand and grow as the organisation strides into a new stage of growth in the 21st century, described in our 10-year strategic vision as "The Golden SEAMEO."

The SEAMEO Secretariat would like to thank the ministers of education, senior officials, and centre directors of SEAMEO Member Countries for their commitment and unfailing support over the years.

We also wish to recognise the excellent cooperation we have received from the University of Tsukuba, SEAMEO regional centres, and other partner organisations. All of these efforts have, in one way or another, contributed to the completion of this journal.



Dr. Ethel Agnes P. Valenzuela
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Introduction

The world has increasingly become interconnected aided by advancements in technology. As such, it has become necessary for countries the world over to reform educational systems to keep up with the wave of globalisation in the 21st century.

The SEAMEO Secretariat in collaboration with the University of Tsukuba has thus embarked on various projects and programmes to contribute to efforts towards achieving globalisation via improving values education throughout the Southeast Asian region.

Educational institutions worldwide have been teaching values education so they can produce future workers and citizens that do not only care about their own interests, but also about issues that affect the whole world. To get a glimpse of developments and progress in the field of values education in Southeast Asia and Japan, this journal features the following articles:

- **National Curriculum Reforms in Japan from 1998 to 2018: A CDA on the Possibility of Sustainable Development:** This article aims to prove that Yutori or relaxed education did not result in a decline in Japanese students' academic performance. It also hopes to defend the so-called "Yutori generation" from the criticisms that they have been dealt with over the years.
- **The Value of Studying Words and Deep Thinking Using Semantic Maps in a Japanese Reading Class:** This article aims to examine the effects, specifically positive effects, of creating semantic maps in small groups. It features instances of semantic map-making that positively affected Japanese middle-school students who used to have difficulty with understanding literary texts. It explains how students deepen their understanding of texts through the creation of semantic maps.
- **Global Citizenship and Deliberative Democratic Education: Focusing on the Controversy in Political Philosophy and the Philosophy of Education:** This article aims to clarify features of the educational-philosophical controversy on global citizenship and consider how students are taught about global justice and the value of deliberative democracy. It hopes to explore the ideal direction that citizenship education must take to respond to the call for globalisation primarily based on political philosophy and the philosophy of education and focusing on global justice and citizenship education. The featured study hopes to define global citizenship and identify ways to nurture it in students.

- **Issues and Expectations in Japan About Moral or Values Education:** This article tackles values education, which has a diverse range of meanings, depending on one's country, region, and person. In it, however, values education is a generic term that covers moral, religious, political, citizenship, character, and other kinds of education.
- **Seeking the Value of Mathematics Education:** This article aims to share the value of the Southeast Asian Basic Education Standards (SEA-BES): Common Core Regional Learning Standards (CCRLS) for Mathematics and Science in relation to mathematics education.
- **Values Education and Global Citizenship in Social Studies in Japan:** This article discusses how social studies classes integrated with values education can help develop a sense of global citizenship in students.
- **SDG 4.7: Fostering Global Citizenship:** This article discusses how SDG 4.7, which focuses on education for sustainable development (ESD) and global citizenship, is critical in achieving not only SDG 4 on education, but also achieving the other 16 SDGs.
- **Values Education and Global Citizenship towards Achieving the SDGs and Promoting Humanities:** This article presents a higher education capacity-building project funded by the Erasmus+ Programme of the European Union (EU)—Indoped. The featured project aims to modernise higher education in Indonesia via the adaptation of tried-and-tested European pedagogical approaches. By introducing and sharing different learning methods used by European university partners, the study hopes to add value to existing Indonesian pedagogical approaches to close the gap between what is taught in universities and what is required by industries.
- **Fostering Global Citizenship in Statistics Education:** This article discusses the development and implementation of a cross-border lesson on statistics in the context of energy conservation that aims to promote global citizenship through improving data literacy. English-speaking students from Indonesia and Thailand participated in the featured lesson via WebEx. Data analysis revealed that the use of real-life data, meaningful context, and cross-border collaboration in statistics has great potential to increase student engagement and nurture their sense of global citizenship.
- **The Ability of High-School Students to Solve STEM-Related Problems:** This article investigates students' ability to solve science, technology, engineering, and mathematics (STEM) problems through a quantitative study that provides detailed information on students' problem-solving ability. The students were tested on the four levels of cognitive dimension—understanding, applying, analysing, and evaluating. The study provided an overview of the students' ability to solve STEM problems and so is expected to serve as a reference for teachers when planning and designing their own lessons.
- **Role of SEAMEO RECSAM in Inclusive and STEM Education Development:** This article identifies SEAMEO RECSAM's role in developing science and mathematics education in Southeast Asia. It discusses how the centre stays at the forefront of pursuing the knowledge, skills, and values needed to effectively respond to changing global contexts, particularly with regard to the complexity of the Southeast Asian economic, sociocultural, and political environment, and develop teachers imbued with the Association of Southeast Asian Nations (ASEAN) ideals to live in a harmonious community.

- **Lifelong Learning and Global Citizenship Education (GCED): The Perfect Combination for Future Global Citizens:** This article aims to present an overview of GCED and lifelong learning and their roles in today's world and how they can be combined to make every person a truly global citizen.
- **GCED and Skills Development:** This article discusses the changes that are affecting not just the Southeast Asian countries and region, but also the whole world. As global and regional event continue to disrupt the future, workers need to be imbued with a broader range of skills to compete in the labour market.
- **How SEAMEO CHAT Adds Value to Education and Helps Foster Global Citizenship:** SEAMEO CHAT strives to incorporate history into school curricula to ensure the well-rounded education of global citizens. This article discusses how teaching history can add value to education and lead to fostering global citizenship in the so-called "digital generation."

Despite some progress in values education, countries have yet to realise its full potential to meet challenges such as increasing globalisation, bridging the 21st-century skills gap, resolving cultural and religious conflicts, eradicating inequality, and other issues. For initiatives to succeed, collaborating with the right partners and catering to the actual needs of the target beneficiaries must be met.

To learn more about the currently existing values education-related programmes and projects throughout Southeast Asia, read the articles in this journal. They feature experiences and good practices that other countries who wish to follow in their suit can gain insights from. They also highlight challenges that implementers may face and have to deal with. Be inspired by their endeavours and go on your own journey towards using values education as a means to meeting the challenges of the 21st century head-on in your country.

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